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ABSTRACT

This learning module is designed to provide the student with an introduction to the relevance of psychology for second-language teaching and its practical classroom applications and to enable him to: (a) define concisely cognitive and behaviorist theories, (b) identify the effects of the cognitive and behaviorist theories in a series of educational materials, and (c) list possible uses of these theories by the second-language teacher. The module includes both required and optional learning activities and pre- and post-assessment instruments. (HMD)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.03 PSYCHOLOGY AND SECOND-LANGUAGE TEACHING: BEHAVIORIST & COGNITIVE APPROACHES

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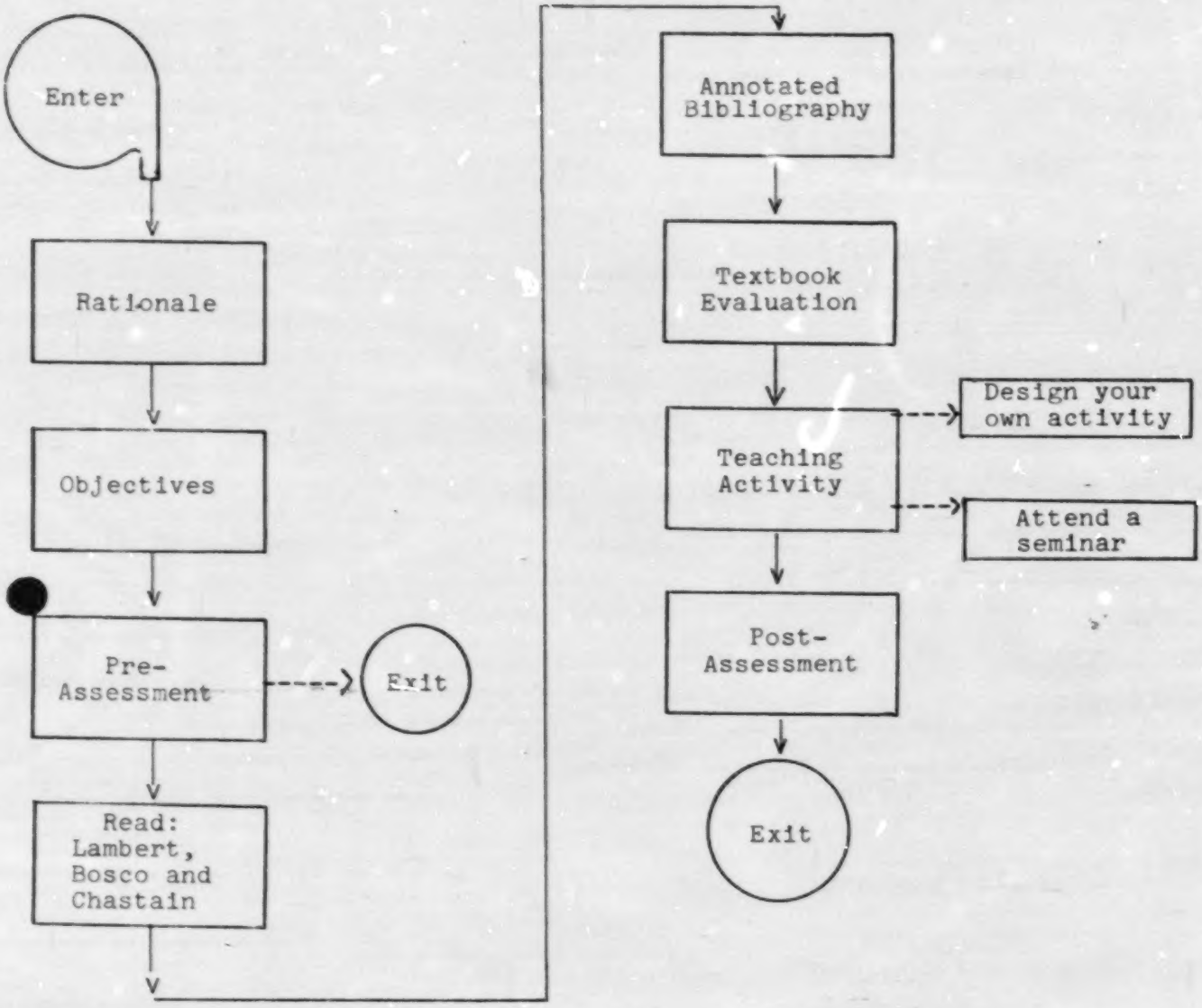
DR. IRVING S. STARR, DEAN

SP008 309

PSYCHOLOGY AND SECOND LANGUAGE LEARNING

Behaviorist and Cognitive Approaches

Part I



RATIONALE

Psycholinguistics, or the area of study concerned with psychological investigation relevant to linguistics and language acquisition, offers extensive information for the second-language teacher. When the theories of how language is acquired are considered in depth, there arise many differences of opinion, essentially derived from two conflicting theories: Behaviorist and Cognitive.

This unit of work will provide the participant with an introduction to the relevance of psychology for second-language teaching and its practical classroom applications.

OBJECTIVES

Given a series of activities on the psychological trends which have affected our insights into the nature of second-language learning, the participant will be able to:

- -define concisely the following theories:
  - -Cognitive
  - -Behaviorist
- -identify the effects of the Cognitive and Behaviorist theories in a series of educational materials.
- -list possible uses these theories may have for the second-language teacher.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

I. Respond in writing to the following questions:

A. What is meant by the "stimulus-free" nature of language?

B. How can we create language habits in the second-language learner?

C. The native speaker's repertoire of grammatical structures cannot be accounted for on the basis of stimulus-response learning. Comment.

II. Identify in a short essay the effect of the Behaviorist approach and/or the Cognitive approach on the following language techniques:

A.

Mary is a girl.
She is a girl.
Susan and Mary are girls.
They are girls.
Carol is a girl.
She is a _____.
Carol and Susan are _____.

B.[1] Repeat the following questions. Answer each one using pronouns (he, she, I) with "fine, thank you."

How's Mrs. Welsh?
How's Peter?
How are you?...

C.[2] When teaching pupils about the parts of speech, emphasize the function of the words rather than the nomenclature. An activity such as the following is often useful. Place words on the board which can serve as both nouns and verbs, such as "fish," "powder," and "change." Encourage children to make

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[1]Mary Finocchiaro, Learning to Use English, Book I (New York: Regents Publishers, 1966), p.4.

[2]Gerald G. Duffy, Teaching Linguistics (Dansville: The Instructor Publications, 1969), p.27.

up sentences using these words, such as: The fish is very big. I will fish in the stream. The powder smells good. I will powder my face. Encourage children to generalize that the same word can play different roles in a sentence and have them select other words or pattern.

p.3

Homework Program 167
Part I: The Future

What you are going to learn in the next paragraph will probably be something of a surprise to you.

From the point of view of the first suffix of the Spanish work forms there are only two tense forms in Spanish: those that have a present tense and those that have a past tense suffix. Let's prove this. How many morphemes are there in either the present indicative "vendemos" or the present subjunctive "vendemos?"

III. In what ways might an ESL teacher use the Behaviorist and Cognitive theories in actual classroom situations?

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[3]Finocchiaro, p.6.

I. Required:

A. Read:

1. Wallace E. Lambert, "Psychological Approaches to the Study of Language," The Modern Language Journal, XLVII (February, 1963), 50-62.

2. Frederick J. Bosco, "The Relevance of Recent Psychological Studies to TESOL," in Allen and Campbell, Teaching English as a Second Language: A Book of Readings (New York: McGraw-Hill Book Co., 1972), pp. 369-384.

3. Kenneth Chastain, "Behaviorist and Cognitive Approaches in Programmed Instruction," in Allen and Campbell, Teaching English as a Second Language: A Book of Readings (New York: McGraw-Hill Book Co., 1972), pp. 49-59.

Activity: Based on your readings, explain whether there is a place for both Behavioristic and Cognitive approaches in second-language teaching.

B. Prepare an annotated bibliography of fifteen to twenty references dealing with the relevance of Cognitive and Behaviorist approaches to second-language teaching.

C. Analyze three ESL textbooks to determine each author's reliance on either the Behavioristic or Cognitive approach. Illustrate your evaluation with excerpts of the language activities in each textbook.

D. Design a teaching activity based on either the Cognitive or Behaviorist approach or on a combination of both. After teaching the activity, evaluate it in terms of your original objective(s).

II. Optional:

A. Design your own learning activity.

B. Attend a seminar as scheduled by your module coordinator.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

I. Respond in writing to the following questions:

A. What is meant by the "stimulus-free" nature of language?

B. How can we create language habits in the second-language learner?

C. The native speaker's repertoire of grammatical structures cannot be accounted for on the basis of stimulus-response learning. Comment.

II. Identify in a short essay the effect of the Behaviorist approach and/or the Cognitive approach on the following language techniques:

A.

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III. In what ways might an ESL teacher use the Behaviorist and Cognitive theories in actual classroom situations?

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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[3]Finocchiaro, p.6

BIBLIOGRAPHY

1. Allen, Harold B. and Russel N. Campbell. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill Book Co., 1972.

2. Duffy, Gerald G. Teaching Linguistics. Dansville: The Instructor Publications, 1969.

3. Finocchiaro, Mary. Learning to Use English. Book I New York: Regents Publishers, 1966.

4. Lambert, Wallace E., "Psychological Approaches to the Study of Language," The Modern Language Journal XLVII (February, 1963).